

# EDUCATIONAL INDIA



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*Christmas*  
and  
*New Year*  
Greetings  
to all our  
Readers and  
Well-wishers

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— EDITOR



Office :  
'VIDYA BHAVAN'  
MACHILIPATNAM  
(S. India.)

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# EDUCATIONAL INDIA

*A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF  
EDUCATIONAL AND LITERARY INTEREST*

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# MISSIONARY ZEAL IN EDUCATION

EMULATE SIR R. VENKATARATNAM NAIDU GARU

No reforms will produce any effect as long as we regard education as a profession and not a mission. We are exhorted to look upon it as the noblest of professions but we know that no parent likes his son to become a teacher. There were times when the teacher was held in the highest esteem and at such times the teacher was only mindful of having given his best and not of what he got. It is this spirit of service that has enabled the mission schools to achieve success. More than 200 years ago, the Danish missionary, Rev. Schewarz, as tutor of the young Raja of Tanjore, promoted the cause of learning by organising the Tanjore palace library, one of the most valuable oriental libraries in India. The Christian missions have contributed to make Trichinopoly one of the most advanced educational centres of south India, fifty years ago. Educational advance in the City of Madras was to a large extent the work of missions. The name of Rev. Dr. Miller is a household word in Madras. In recent times, the Loyola College is doing splendid work. The success of these institutions is due to the spirit behind these institutions, the faith and conviction that through the instruction in the schools they were not only giving information but creating a new outlook—the humanising of social institutions and economic relations.

That missionary spirit of service is needed very much in the non-missionary institutions and occasionally we get a Headmaster endowed with a vision who is able to transform the whole atmosphere of not only the school but also its neighbourhood. From 1898 to 1904, the Maboob College, Secunderabad was under a Principal, Sir R. Venkataratnam Naidu garu who was to the students of Secunderabad in those days, what Dr. Arnold was to Rugby. He was himself a product of the St. George's Grammar School, then under an able Headmaster, Mr. Home. He completed his University education under Rev. Dr. Miller. His aim as Headmaster was not to manufacture Matriculates but to quote his own words of 1904, "the work to be done at school is clear-cut with a precise aim—culture and character. Polemical theology or controversial sociology has no place there. An abiding sense of the Deity, a willing love for Humanity, a solemn respect for self—that is all that is needed."

In 1905, on the eve of his transfer from Secunderabad to the Pithapur Raja's College, Kakinada, associations of Hindus, Muslims, Parsis and Christians gave valedictory addresses. From 1925 to 1928 he was the Vice-Chancellor of the Madras University - and was knighted by the British Government.

Naidu garu personified in himself, the true missionary virtues of sympathy, charity and non-violence and by his over-abundant trust in human worth stimulated the most unworthy to try to become better and served several from spiritual and intellectual stagnancy..

Sec'bad.

(Prof.) S. Hanumantha Rao



# Nehru and Gandhi on Education

( A Comparative Study )

By Prof. B. V. Mohale.

**G**REAT men are not all alike. Some great men are made by the age in which they live; others make the age what it is. The two great men whose lives and teachings and whose impact on the Indian scene is the subject of this study, have helped to make modern India what it is and what it promises to evolve into. The understanding of the moral force, intellectual insight and the social purpose which have worked through these two outstanding personalities is essential to a proper appreciation of the evolving pattern of Indian life for a fruitful possibility of contributing to it.

Different in many ways, with apparently divergent mental constitutions and varying social and personal emphases, they yet were bound to each other with such silken ties of comradeship, love and reverence that the Mahatma could unequivocally designate the younger comrade as his "political successor." The differences of approach and emphasis, however, seem to indicate basic differences of outlook, and the present generation of Indians, engaged in the building up of a new life and fascinated equally by the charm of both, cannot sometimes escape a sense of confusion and bewilderment.

There is perhaps no section of our life where there is greater confusion today than in the educational field. Hence, the practical and the pragmatic urge to understand them by a comparative study is almost inescapable for us, both from the personal and national points of view. A proper appreciation of the nature

and direction of the forces they represent, of their impact on our present and future, and a proper adjustment between them is essential for the sound development of our national life, as well as for the stability of the spiritual and moral equilibrium of its individual instruments.

Jawaharlal Nehru, like all national workers was enthralled by the fascinating personality of Gandhiji, but he had the capacity to think for himself, to form and express his own opinions, and in this he was encouraged by Gandhiji. So in spite of a great deal of agreement and deepest mutual love, there appeared a divergence of views between them on many questions.

In Hindu philosophy it is said that the world is made of Rupa and Nam, form and name. Form comes first and the name afterwards. Names and words do not precede but follow concrete objects and activity upon them. But in our education system, we had inverted this natural order. We are taught through words and phrases and abstractions.

When Gandhi first announced his new reform, the idea of learning

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*Prof. Mohale, M. A., M. Ed., Dept. of Psychological Foundations, National Council of Educational Research Training, Delhi, has given in this a comparative study of ideas of Gandhi and Nehru on Education. The article, which was read at a Seminar in Delhi Varsity has its importance due to its recency and relevancy regarding Nehru on Education.*

through doing, the educated who had had their schooling in the old way through words and phrases, were shocked.

One must never forget the attachment of the educated to the theories systematically argued and arranged. Another handicap of the learned is that they suffer from what may be called the fallacy of words. Further the system was a brainwave of Gandhi and had emanated from Wardha. For the so-called intellectuals no good could ever come from that quarter. Then what were Gandhiji's credentials for invading the field of education? What did he know of education? He had never been to a university, Indian or foreign.

When Gandhiji formulated his new scheme, he was also thinking in terms of child psychology. The child finds it natural and easy to proceed from the actual and the concrete to the general and abstract. Modern psychological discovery has proved that learning in order to be retained must be meaningful. Effective education must be based upon the principle of Self-activity and must bear an intimate relation to the immediate needs of the child.

Like all religious and moral teachers Gandhiji believed that the only effective way in which social revolution could be brought about was the reforming of the Individual. Gandhi's Educational ideas were a part of a larger system of belief and action. Since his objective was no less than the improvement of the individual—material, moral, spiritual—and the service of humanity, he could not be an educationist in the merely academic sense. His educational ideas are scattered in his writings and speeches and were formulated for urgent action.

Gandhiji was nothing if he was not a teacher. He held that book knowledge however useful and necessary could never take the place of knowledge gained by doing. In other words, his theory of education lay in bringing out the best in the child and in the adult, the best in them by stimulating their creative impulses. Above all he laid greatest stress on the moral and spiritual values of life without which all else is worthless. His emphasis on the discipline of emotion and thought in order to acquire a balanced personality makes his teachings edifying to the educationist. As such Gandhiji sought to bring about a revolution in Indian Education. His ideas on education sprang from his philosophy of life. He wanted education to be a preparation for life and not for a profession. He arrived at his Basic Scheme of Education mostly by way of reaction. He was pained to see intellectual and moral cripples all over the country. He saw men and women coming out of schools and colleges as total misfits to society, lost to their social and physical environment. He saw an alien culture and language getting hold of his countrymen. He was aghast to see this colossal waste of human resources of his country.

In the narrower sense of education Mahatma Gandhi is generally credited with the authorship of what is known as the Wardha Plan or the Basic Scheme of Education. There are two important aspects of the Wardha Scheme. One concerns the fundamentals of education with its basis in modern researches in Psychology; the other as a solution to the specific problems of Indian Education.

Despite the numerous and serious limitations of the Wardha Plan, espe-

cially in its current implementations, the ideas of Gandhiji are basically sound. Among the many sound philosophical, psychological and educational principles involved in the plan are these:

1. Giving people a common denominator through basic education
2. Correlating subject matter and experiences
3. Reducing mental scatteration and curricular fragmentation
4. Relating the work of head, hand and heart
5. Dignifying manual labour
6. Working and earning while learning
7. Learning by doing
8. Developing teaching-learning living units of work
9. Promoting individual and group projects
10. Instilling a sense of accomplishment in pupils and teachers
11. Unleashing creative talents in pupils and teachers
12. Using multisensory methods in teaching and learning
13. Centering education in the community
14. Education through Mother tongue.

Gandhiji expressed illuminating ideas about the various aspects of education at all stages, presenting a comprehensive view of national education from his own standpoint under the name of Nai Taleem. In the field of general education, Gandhiji's experiments led him to the conclusion that the main object of education was to create in the child mental awareness and activity, moral discipline and the spirit of cooperation, and the specific means to this end was the teaching of some useful

handicraft. It was never Gandhiji's idea that through this scheme India was to perpetually remain a nation of craftsmen. He never wanted 'production,' he advocated 'creation.'

His work for the education and emancipation of women and the so called Backward Classes would probably be remembered by posterity. His work, indirect and direct for the general education of women deserves particular mention.

Regarding religious education Gandhiji said, "If India is not to declare spiritual bankruptcy, religious instruction of its youth must be held to be at least as necessary as secular instruction. To give up religious instruction is like letting a field lie fallow and grow weeds for want of the tiller's knowledge of the proper use of the field." The sex education that Gandhiji stands for "must have for its object the conquest and sublimation of the sex passion."

Gandhiji taught the whole nation to fight the evil of untouchability and work for the eradication of communalism.

Good education, Mahatmaji believed, must be 'National' and must be 'Useful'. How true it was, can be seen now by the mere fact that even years later, Sir John Sargent, an Englishman for the first time in the history of British India took inspiration from the Great Mahatma's words and thought and brought out a scheme of educational reconstruction in India on similar lines; and what is more important he had the faith and also the 'Guts, to call it a National scheme of education, an epithet whose use was hitherto 'taboo' in official usage in this country.

According to Gandhi, "Education is a weapon to make man **KIND** to mankind."

When India became independent in 1947 and the first National Government was formed, with Jawaharlal Nehru at its head, the conflict of loyalties in the minds of national workers took a new and more acute form. The first phase of the war of liberty in which people with different ideas fought shoulder to shoulder against the foreign rule, had come to an end and another phase had begun in which we had to fight against internal foes, ignorance, poverty and social as well as economic inequality. About the aims and methods of this second battle there were, notwithstanding general agreement, important differences between Gandhiji and Jawaharlal Nehru, which were not easy to reconcile.

I have sometimes speculated what some of our leaders—Gandhiji, Nehru, Azad, Rajendra Prasad, Sarojini Naidu and Rajgopalachari would have done if the national movement had not sucked them into its orbit. Knowing something of the quality of their mind and their basic interests, I have the feeling that many of them would have chosen some creative work in education, culture, literature, philosophy or the 'things of the mind' in general. But, given the objective situation in which they found themselves and their sensitiveness to social injustice and political slavery, they could not but throw some of their basic urges into the background and respond to the call of the country. The best of them always functioned, to some extent, as "teachers"—that is, as persons interested in values, in cultural matters, in the idea of slow and steady fulfilment of individual promise and in the creation of an environment favourable to growth. In some ways, Nehru and his basic role has been that of a teacher of his people. But his deep concern

throughout has been to educate his countrymen in right values and attitudes. This interest is not confined to education in the institutional sense. It is deeper. It takes its direction from his appraisal of the new forces developing in the world today. His view of education is rooted in his view of life.

Now the question arises why Nehru contents himself with assumptions on the basis of what has been handed down from the past instead of evolving for himself an idea of reality which may be in line with his own life and thought or those of his age. The answer is that he is not the religious or speculative type of man. Though he is not without deep religiousness, the dominating elements in his personality and the motives which determine his action are practical, moral and social. He has no time or inclination to go deeper into religious or metaphysical questions.

As we have seen, Nehru is more deeply influenced by the realistic and practical trend of the Indian mind than by its speculative metaphysical trend. His heart is not free from a yearning after the realization of the Ultimate Truth but his mind, which rules over the heart, thinks that, for a long time to come, man will have to traverse the known world in the light of exact sciences before he comes to the stage when he can venture beyond it into the realm of the unknown.

Nehru is essentially a modern mind—scientific, objective, receptive to truth, impatient of obscurantism. His enthusiasm for scientific education, technological institutes and national laboratories, his frank, child-like pleasure at the development of great power projects, stem from two fundamentals, firstly, using science



as an instrument for raising the people's standard of living and for providing them with full and equal opportunities for growth, for, "we cannot expect any high flights of culture where the primary needs of mankind are not satisfied"; secondly, making science teaching contribute to the cultivation of a scientific outlook or temper, which is more important than acquiring scientific knowledge or its application.

Nehru has been able to make even Khadiwallas, who are the protagonists of village self sufficiency, realise that application of science and modern technology is essential for the economic uplift of the country.

He rejects the arrogance of science which claims possession of the whole truth but feels that the basic purpose of science is not to improve the conditions of industrial life, important as it is, but to "teach us to think straight, and not to be afraid of discarding anything or accepting anything unless there are sufficient reasons for doing so."

It is clear that Nehru seeks to build a bridge between science and moral values. Like other clear sighted thinkers, he knows that science and technology are not enough. He sees that much of our technological progress has led to disaster, which can only be averted if we can develop the "spiritual element" in life. Without it, the life of the individual as well as the community will lack true 'restraint', which is based not on fear or force but on a sensitive appreciation of, and attachment to, moral and spiritual values.

Any system of education which fails to develop tolerance or devotion to truth even against one's own interest and conviction or a readiness

to understand is defective. This accounts for Nehru's deep appreciation of Tagore's theory of education which sought to exclude all narrowness but provide the widest possible cultural background for students. Hence also, Nehru's devotion to Gandhiji's approach to life which has room for the least among God's creations but it is proof against insolent pride of race, religion and colour.

His emphasis throughout is that education must not merely provide efficient training in skills and knowledge but also enrich men and women with wisdom and humanism. This implies an integrated view of life and consequently of education -- a view which will balance the claims of the body and the mind, the individual and the community, the material and the ideal. He reminds us that there is "a certain element of divinity" in the individual as well as the group which, in our obsession with material and technological advance, we are apt to forget. So, the thing tends to become the centre of our interest rather than the man, which is unfortunate.

Nehru's essential preoccupation is with what he has variously called the crisis of the spirit or the crisis of man or the collapse of human conscience -- something which is happening the world over. This is the basic disease which education must eradicate. All our knowledge and experience and technology put together do not necessarily represent a growth in the wisdom of the human race because they have not resulted in the adoption of the right approach to life. Nehru feels that it is through education, science and culture that we can impinge fruitfully and constructively on this situation. "They are the only means for us to forge ahead and understand and solve these problems." (*To be Continued*.)

# New Schools for the New Age India

By Dr. S. M. Ziauddin Alavi.

**T**HE school is an institution of society founded with the explicit purpose of ensuring its continued existence. It is through the school that the cultural heritage is passed from each generation to the next in the broadest sense of the word. The school should, therefore, provide maximum opportunities for the participation of the young ones formally or informally in the institutions of the society such as family, community, industries, religion and state etc. All education worthy of the name has the very practical objective of preparing young ones to take part efficiently in all the institutions of society not merely as they are but as they are becoming and as they ought to be. Thus its work is not only conservative but also creative. Another aspect worthy of consideration is that society is continuously changing. This change is the cause and effect of various forces—political, religious, economic and social. In modern life the rise of modern democracy and the development of applied sciences are responsible for producing a totally new social order demanding new relationship between the school and the society. The rise of modern democracy, for instance, has produced a social need absolutely new in history namely universal literacy and a state system of universal education in every modern republic. The ideal of secondary education to open freely to the middle classes and to the labouring classes is now a reality. The investment in the school plant and the annual expenditure on schooling has increased manifold. Similarly the development of indus-

tries and technology has been responsible for changing the content of education resulting in the enrichment of the elementary curriculum and the reorganisation of the secondary curriculum.

The social situation in India has also been changing fast but her education system has failed to keep pace with the time. The causes are partly historical and partly economic. The education system of India was framed by the British to meet the needs of running the administrative machinery. By the time India achieved independence the education system given to her by the foreigners got deeper roots, though not in the culture of the country or the rising trends of democracy or industrialisation. In the post-independence period though many good things were said and done by various education commissions and committees the schools of the country are not very different from what they were in the days of the foreign rule. In this connection a word might be said about Basic Education the blue print for which was drafted as early as 1938. It may be said without fear of contradiction that it was modelled according to the needs of society. Unfortunately, by the time India achieved independence and its implementation was considered it was already out of date. There was no move to streamline it or to bring it upto date in the light of the changes

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*Dr. Alavi, Lecturer, Aligarh Muslim University is well-known to our readers for his original contributions on Education. He is a creative thinker.*

taking place in the society particularly the trend towards industrialisation. Thus the need of the time is that attempts at the reorganisation of education must be based on a sound philosophy and sociology of education to fit in the new social order. The new social order cannot achieve full fruition unless the new schools materialise along with it.

If our schools are to function vitally in the new circumstances the intellectual resources of the country should be placed at the disposal of the younger generation. The school programme is to epitomise the civilization itself, omitting only such facts of it as the social process will transmit automatically through social participation. The social and the cultural landscape confronts us with great challenges. The challenging character of our time imposes upon the schools the responsibility of furnishing young pupils with those facts by which the changes can be understood and evaluated.

In the light of these observations if we examine our education system critically both at the primary as well as the secondary levels we will find the situation far from satisfactory. The primary education is the worst sufferer. The democratic right of free and compulsory education upto the age of 14 guaranteed by the constitution has not yet become a reality. The teachers of the primary school are the lowest paid public servants, most of them are even untrained with low academic qualifications. The curriculum needs a lot of improvement. The amelioration of the condition of primary education was taken up by the architects of Basic Education but some of the aspects of the scheme were open to serious criticism e.g. its principle of correlation of all teaching through craft. As

regards the Secondary education it may be pointed out that serious attempts were made by various commissions and committees for its improvement but even after 14 years of the appointment of the Commission on Secondary Education many of its recommendations have not been fulfilled e.g. the Multipurpose schools which were one of the important recommendations of the Commission may be counted on fingers. Even the High schools were not converted into Higher Secondary schools all over the country. In some of the states the eleventh class has been added to the universities where it has been interpreted quite differently from what it was meant by the Commission. Thus the pattern of secondary education almost remains the same as it was before. The principle of diversification of courses suggested by the Commission needs re-examination in the new circumstance because it betrays of a tendency for early specialisation or preparation for specialisation which is not the only objective of secondary education.

Thus it is necessary that the whole programme of primary as well as secondary education be completely revised. The most important thing suggested here is the enrichment of the curriculum as the present curriculum is not adequate enough to meet the changed social and industrial situation. What is suggested here is a core programme comprising the social sciences, natural sciences and the humanities for all the students. In the field of social sciences it is suggested that in addition to history and geography be provided an elementary course in anthropology, sociology, economics and civics, since these subject fields pertain to all our social institutions. As regards the natural sciences their advantages are so obvious in all the processes of

modern life that they must win for themselves a proportionate place in the curriculum. The science subjects should, however, be simplified, visualised and vitalised for the children. In this connection it may be pointed out that in our schools little attention is being paid to teaching science to children while Mathematics has been given a position of undue importance. In the past its position was fortified by the disciplinary theory. Now that this theory has been totally discarded it is merely the force of habit that mathematics continues to enjoy the same place in the curriculum as in the past. However, there can be no denying the fact that for the specialists in various fields mathematics is quite indispensable but for the common citizen it is merely a waste of time and energy. In the field of humanities i. e. literature and fine arts more attention should be paid to the latter. The fine arts furnish material for a satisfying and successful social life and hence deserve a dignifying place in the school curriculum. In fine arts human intellect rises to its sublimest achievements. In the sciences man is a discoverer but in fine arts he is a creator. The new social order into which the world is entering has quite as much to expect from fine arts as from sciences. The purpose of fine arts is to increase human happiness which is one of the intrinsic values of life and the ultimate objective of social programmes like education. The school can take the lead in popularising the fine arts. Another aspect of the enrichment of the curriculum is the provision of opportunities to the students for participation in the industrial institutions and processes, i. e. some sort of vocational training is to be provided for all students. This means that various industrial processes are to be

included in the offerings and a close articulation is to be maintained between the schools and the industries i. e. such training must supplement and not interfere with the education for citizenship and general culture. The idea of two sets of schools—vocational for the working class and general for the cultural classes is undemocratic. Vocational and general education must be articulated into each other and every child must receive both. Young people must learn to work because it will remove the cultured people's prejudice against manual work. Therefore every youth rich as well as poor ought to have this experience. Lastly about the language. In a vast country like ours where many languages are spoken and written the students belonging to each linguistic group should have the right to learn their mother tongue. This principle has been recognised but not fully implemented. In addition to the mother tongue every student must learn the national language of the country as the lack of knowledge of the national language by a large section of the people constitutes a serious menace to the solidarity of the nation. The point which is debatable is that how much resources of the country and the time of the pupils can profitably be devoted to the study of these languages. On the one side there are those who are satisfied with the working knowledge of the two languages while others want deeper knowledge of the whole field. Obviously the latter approach is undemocratic. As regards English it may be said that its compulsory study can scarcely be defended on sociological grounds. During the days of the British the knowledge of English was a necessary equipment of an educated person and many educational values were assigned to its study. The social situation in which



# Group Dynamics and the Classroom Situation

By Prof. B. Sarojini Dasarathram.

**I**T is important for the classroom teacher to remember that in her room there is much more than a collection of thirty or more separate individual children. The class is more than and different from a mere addition of its parts or members. To use an analogy from the field of music, consider eight notes, "A, B, C, D, E, F, G, A", when sung in this particular

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*(Continued from preceding page)*

a young Indian citizen finds himself today is entirely different. As regards educational values of learning English, it may be said that this was an echo of the old disciplinary theory now seriously discredited. However, the importance of English language lies in providing the mental capital on which the modern civilization operates its institutions. It will be very undesirable to discredit the English language as a foreign language and to oust it from the schools. The English Language should, therefore, be allowed to flourish as a popular elective.

To sum up, we have to look at our schools de novo in the light of the great changes that are taking place in the country and the world and also in the light of the great challenges which have been thrown to the people by increasing industrialisation and democratisation. The future of the country lies in the newer generation; hence it is necessary to take good care of its education. With this end in view it is suggested that the curriculum at the primary as well as secondary levels be enriched so that it may cover all aspects of the life of a good citizen.

arrangement you get one melody. However, you may sing the same eight notes in a different arrangement say "B, A, C, F, E, D, G, A", and although you are singing the same notes as in the first song by a variation in their organization you create an entirely new and different melody. So it is the same with a teacher's class. Each child taken alone and by himself may be a certain way. But when you put him in one group of children he behaves quite a different way. The study of how human beings act in the presence of other humans is called "group dynamics." All life is lived in groups from the basic group of the family up through the groups of nations. In order to have an effective democracy, people must learn how to work well in groups.

The first fact to be noted about a group is what is termed the emotional or group climate. When a teacher thinks over the various classes he has taught, he will recall that one group was on the whole a hard-working group, with respect and friendliness towards each other. Another group will be a group in which there is a tense atmosphere, an atmosphere in which almost everyone is irritable and bickering. These

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*Smt B. Sarojini, M. A., M. Ed., is now Professor of Education in the Government Training College, Rajahmundry. In this enlightened article she amplifies the study of Group Dynamics which is so essential now a days and which will ultimately be beneficial to avoid wastage in Education.*

feelings one gets about a group as a whole are called the emotional climate.

The group climate has to do with many factors. One is the attitude of the leader, or in the school situation, the teacher. Many scientific experiments have been done in recent years studying the various types of roles leaders assume and what effect the leader type has on the group.

At the University of Iowa (U. S. A.) Ralph White and Ronald Lippitt studied the group dynamics of some hobby clubs with different types of leaders. Each club had as its purpose after-school recreation for small groups of ten year old boys. Each club had five boys and one leader. There were three types of leaders—the autocratic, the democratic, and laissezfaire.

In the autocratic group, the leader directed all the activity of the boys. He told them what to do, how to do it, and after they did as they were told, he evaluated their work by a praise or criticism. In all three types of groups, the behaviour of the leaders and boys was carefully observed, and extensive notes taken. The autocratic leader spent a lot of time giving such orders as "put on your work aprons," "saw that wood". He often interrupted the boys' activity and told them to switch to another task. In the democratic group, the leader played a different role. His comments were guiding suggestions. He made remarks such as "This tool is for sharpening knives". He gave information about equipment available and gave advice when asked. He got the boys to perform certain tasks by himself starting an activity. For example, he started to tear up paper announcing "This is the way to make papier-mache". The boys became interested

and joined in the task with him. At the end of the club hour, the leader picked up remarking, "There isn't too much to clean up today." The boys picked up brooms and all together they swept the place clean. The democratic leader did not give direct orders, he did not interrupt the boys but let them proceed at their own pace, he made helpful and useful suggestions, and he did not criticize. It is important to note also that he did not praise either. Both praise and criticism express the philosophy that the leader's opinion is crucial when it is at least equally important what the boy himself thinks. A group member in a democracy should be able to evaluate his own self accurately. In the laissez-faire group, the leader neither gave suggestion nor orders. When asked for advice, he said "See if you can figure it out yourself."

So there were three groups with three different types of leaders. The experimenters White and Lippitt were interested in two main aspects of what happened. They measured how much hostility and aggression there was among the group members. They also studied what happened when the leader left the room and left the boys by themselves. The group that had the most fighting and quarrelling was the autocratic leader's group. They often criticized each other and fought over equipment. They did a lot of bragging, such as "My ship's better than yours." One possible interpretation for this great hostility was that the boys were unhappy and angry at the teacher who bossed them about so but they did not dare express anger at home but took it out on each other. The second highest in fighting was the laissez-faire group. They soon sensed the leader was not interested or perhaps weak and they got disorganized and quarrellsome.

It was the group with the democratic atmosphere that had a friendly happy climate with practically no fights. Their leader was useful and friendly and treated them with respect. And so the boys themselves treated each other with friendliness and respect.

The experimenters also studied what happened when the teacher left the boys alone. Only in the democratic group did the boys quietly continue with their craft activities. They were genuinely interested in what they were doing. The other two groups stopped constructive activity when the leader left and began to clown, act silly, and fight. They were in the case of the autocratic group, not interested in doing what the teacher ordered them to do. The laissez-faire group was confused and disorganized and got ever more so when the teacher left. The laissez-faire group complained about their club, and said they didn't like their leader who ignored them and didn't help. An autocratic group seems to create a hostile climate while a democratic one creates friendliness. A laissez-faire group creates only confusion.

The same principles may be applied to the classroom situation. If a teacher left the room, what would happen? Would there be confusion or fights or would the work continue? Teacher-centered groups create resentment in the pupils and a lack of self-direction and creativity. Teachers must honestly ask themselves how much self-direction they have allowed their students. One check is to have a record made of class participation in a group discussion. Ask a student to serve as secretary and record the names of each person who speaks in turn. If the record reads thus: "teacher, Ram, teacher, Krishna, teacher Tolan", that is the picture of a teacher-centered autocratic group.

The record should be "Ram, Krishna, Tolan, teacher. Ashoka, Superio, etc." Then everyone is participating and it is a democratic climate. The purpose of a class is not to fill the empty heads of students with a collection of unrelated facts but instead to encourage youngsters to think for themselves and solve their own problems.

But the teacher is not the only one responsible for the emotional climate of a group. The student members also add to it. Every teacher has noted that on days when a certain child is absent, the class functions much better. Or when a certain child is present, when he expresses an opinion it is quickly accepted by the group while if another child made almost the same suggestion, it would be ignored. To understand group dynamics, the teacher must be aware of who are the leaders. Who is preferred by whom? The teacher may try to observe these features and characteristics of her class but it is a complex task.

Science has simplified the matter by devising certain simple tests which any teacher can use. These tests can work only if the class and the teacher trust and like each other. It requires the students answer honestly and if they don't trust the teacher they will be dishonest. Also, the test must serve some purpose for the students for instance, the teacher may decide to change the pupils' seats so she asks them to write down on a slip of paper three choices for whom they would like to be near. She must really change seats then in accordance with their preferences. Such a test in which the children choose other children is called a sociometric test.

In order to learn about the group structure, the teacher merely has to

# WHITHER EDUCATION!

*By Shri Harihara Mahapatro.*

**F**AR from cultivating the many sided virtues of patriotism, supreme sacrifice, morality, discipline and the like that characterised the mission of the Sishtyas of Gurukula Ashrams of yore, the teenagers of the Schools and Colleges in our country everywhere and particularly in Orissa to-day are on the rampage by indulging in lawlessness and violence of all sorts, beginning from their raid into the Assembly, the citadel of democracy, to loot, arson and incendiarism at a time when the sponsors of the neo-education have been anxiously looking forward for the materialisation of their ambitious schemes in different spheres of pedagogy right from the primary to the

University level and the emergence of a class of educated youths of a decidedly superior calibre ready to do their all in ushering in an era of alround peace, progress and prosperity. It is a thousand pities that the youths of this country should make a mountain of a molehill from a trifling issue in letting loose the forces of hooliganism and vandalism as they did in paralysing education, civic life and administration of the country at

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*Mr. Harihara Mahapatro, an experienced Headmaster of Hari Hara High School, Aska (Orissa) analyses convincingly, in this article, the real causes for the Student unrest and the demoralisation it has on education.*

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## GROUP DYNAMICS AND THE CLASSROOM

*(Continued from preceding page)*

tabulate who is chosen by whom, whether choices are mutual, who is chosen by no one. Thus, the teacher may find one boy is chosen by 10 others. Or she may find the presense of little sub groups or cliches, that is, Ram Krishna, and Shoka choose each other and no else. This socio-metric technique reveals who are the class isolates. When the teacher discovers who has no friends, she can help such children by assigning them to work with others. She can utilize the group's natural leaders to head class projects because they will be able to get the group organized and working together.

There is also a teachnique called the "Guesa Who" technique. The pupils receive a questionnaire to fill out. There are on it brief descriptive statements such as: "This is a boy

who always has good ideas. His name is ... .." The pupils fill in the name of some student in their class. Other descriptions might be, "This is a boy who likes to play funny tricks and tell jokes," or "This is a boy who is very quiet and stays by himself." Such a questionnaire reveals what the students think of each other. It can help the teacher spot children who are admired or who need help in their social adjustment.

The class is not just a collection of individual pupils. Each pupil and teacher plays a certain kind of role and these roles that people play create the emotional climate of the class. The kind of emotional climate determines how much learning takes place and how well the students learn respect for themselves and others.



large in all its aspects quite oblivious of the paramount necessity of our solidarity in the hour of increasing peril arising out of the aggressive attitude of China knocking at our very door. The recent utterance of our President Dr. S. Radha Krishnan, "That lawlessness and democracy are inconsistent with each other" is a fitting commentary on the distressing state of affairs obtaining in our country today.

### Need of moral Instruction

The lack of provision in the curriculum of studies in schools and Colleges at present for moral instruction that could otherwise have acted as a safety valve to the childish impetuosity and wanton frivolities of youth is by and large responsible for all the juvenile delinquency and idiosyncrasies with all its concomitant evils so rampant among the boys and girls of our times in their teens. The mere inclusion of moral education in the courses of studies cannot in itself bring us the mellinnium of our dreams so long as the teachers and the taught are not actuated by the lofty ideals that inspired the GURUS and SISHYAS in the past. In order to restore the sweet tie of relationship that has now been sundered between them and to keep the students off the shoals and rocks of the perilous voyage of life, teachers having an interest in and an aptitude for the profession they are wedded to and those with deep erudition and irreproachable character willing to turn out their work with unflinching devotion to duty and selfless dedication to service with all diligence, sincerity and integrity should alone be recruited.

### Play way Education

The truth of the well known aphorism "spare the rod and spoil the child" has been proved to the very

letter from our sad experience in imparting instruction in schools and colleges through the Play Way method of education which has become more a curse than a blessing, in as much as it has emboldened the youngsters to rub shoulders with their teachers without any let or hindrance in open defiance to authority with impunity. It may not from this be presumed that I am decrying the Play Way in education and that I am going back to the GURUKULA Asharms of the old. All that I want to lay emphasis on is to care more for the spirit than for the letter of the educational principles and implement such of those as would ensure the safe upkeep of our character and morality.

### Provision of Democratic Institutions on Schools & Colleges

The setting up of democratic institutions in our schools and Colleges like school parliaments, students' unions, clubs and host of others; the formations of committees and associations and the multiplication of a number of curricular activities of varied nature to the detriment of academical pursuits are calculated to do more harm than help in developing the wholesome personality of the individual as anticipated and have paved the way for a growing consciousness of democracy and rank indiscipline among the students. The creation of these organisations in educational institutions with representative bodies such as President, Secretary and members on election basis at the expense of time and money have not only brought in their wake an unhealthy competition, rivalry and groupism among the student contestants but has vitiated the sacred atmosphere of these institutions by giving ample scope to party politicians for their undue inter-

ference in these internal affairs. The conduct of mock parliaments from time to time in the presence of teachers and professors has instilled into their mind a false sense of leadership, self-importance and dictation to authority. In the interest of discipline and healthy atmosphere in these institutions, activities other than physical N. C. C., A. C. C., Red-Cross and Scouting, should forthwith be wound up with advantage. Barring the observance of national days and the celebration of the school or college anniversary for one day only so absolutely necessary during the scholastic career, others of a sundry nature including as they do of fairs and festivals, conferences and exhibitions, cultural activities and weeks should scrupulously be done away with as a precautionary measure against the dislocation of academical work and its ugly repercussions.

### Exhortation of Politicians

The students feel elated when their vanity is tickled on hearing from the press and platform the speeches of politicians now and then eulogising them as citizens of to-morrow, the marrow, the pillars, hopes and torch-bearers of the nation and as such labour under the impression that they are the be all and end all of the country and have got every right to do what ever they like. It is these politicians who are at the root of the students unrest and agitation by fomenting discontent and disaffection against the Party in Power. There should be necessary legislation in the country to penalise the students and politicians in joining hands with each other for any concerted action against the Government on some plea or other. The students should therefore be required to seek

redress of their grievances through the head of the institutions hereafter as a measure of discipline. On no account should these politicians allow the students upsurge to take the shape of a mass upheaval.

### Parental Co-operation

It is unfortunate that some parents and guardians also identify themselves with Party Politics and support the action of their children and wards in agitating against the Government they are up. There are others who do not allow the law to take its own course and raise a hue and cry against those that are driven to the necessity of taking appropriate measures for maintenance of Law and Order under the exigencies of circumstances. Very few parents try to keep themselves in touch with the heads of institutions to know the activities of their children within and without the schools. Most of the parents do not attach any importance to attend meetings on invitation arranged by the heads of the schools and colleges for devising ways and means for diverting the students from anti-social activities.

### Duty of the Authorities Concerned

Discipline in schools and colleges will be a by-word and education therein a misnomer if pressure is always brought to bear upon the authorities concerned to bend down to the demands of the students at the instigation of a section of parents. It is therefore high time on the part of those at the helm of affairs to rise up to the occasion to stem the tide of disruption creeping into the educational institutions before it is too late to grapple with the piquant situation we are now in.

# Research Unit for Problems of University Students

*By B. P. Luscombe Whyte.*

Britain's first national society for research into higher education will be inaugurated in December, 1964. Its moving spirit is Dr. Nicholas Malleon, founder and director of the University of London's four-year-old Research Unit for Student Problems, the idea for which germinated while Dr. Malleon was building up a student health service at University College, London, and doing pilot research studies. His growing knowledge of students' lives and problems led him to urge reforms backed by scientific investigation.

At the Unit's headquarters in Woburn Square, near the main London University buildings, I learned about recent surveys which have been largely prompted by the problem of student "wastage" in Britain's universities, at present accommodating a student population of some 129, 000.

## National Loss

Every year some 4,500 students are "sent down" or leave, usually for failing examinations. Their failure implies a great national loss and a great cost in human frustration.

"The economic waste is enormous, and there is also a wastage of coveted university places and of equipment and trained staff," says Dr. Malleon. "In the sciences and technologies alone a reduction of the high wastage rate from around 20 per cent to 10 per cent would be the equivalent of two entire new universities."

At present, Dr. Malleon feels, we know little about the intricate network of pedagogic and personal influences behind student failure. Research is needed in two spheres: university techniques and customs and students' academic and personal problems and

ways of study and life. "It is in the interaction of these two that failure is born."

Striking findings have emerged from several of Dr. Malleon's surveys of the working life of students at the University of London. One was that hours of private study may vary from two to 60 a week per student without any apparent correlation in examination results.

## Work-Time Difference

"How is it that one student does five times or more as much work as another and yet gets considerably lower marks?" Dr. Malleon queries. "He passed the same acceptance examination. The answer probably lies in differences of study technique. After we leave primary school we are never taught how to learn. At universities, techniques of study are not taught because we do not know them."

Research should throw significant light on the best study times, techniques and intensities. Analysis can be made of different subjects and of students of differing psychological and academic types. The Research Unit is also probing other student characteristics. Among its subjects of study are:

Motivation - why, at what age, and under what influences did students choose their subjects? Do they now wish to change courses or universities, and is this practicable?

Anxiety - academic and personal, and the ways in which expanded counselling and psychological services might help to alleviate it:

Social life - how do social activities and residential arrangements affect work results?

Some of the answers to the last question may result from a new two-year study of student residence recently started

at two institutions by Research Officer Michael, a young sociologist working with the Unit.

"We have deliberately chosen institutions where conditions are quite different," he told me. "At one - Queen Mary College, London University students are widely scattered: a relatively small proportion in halls of residence some distance away from the College, most of them at home or in lodgings. At the new University of Sussex, where the first hall of residence opens with the new academic year, students live in nearby Brighton, most of them spending their first year in groups of 20 or 30 at local guest houses."

### Study And Social Periods

Talking with or sending questionnaires to hundreds of students will enable Mr. Kendall to record their varying reactions and adjustments to study and social periods, friends, colleagues, interests, problems of sex and loneliness, academic backgrounds, relations with tutors and teaching staff and other relevant factors.

The Unit's studies of university practice in Britain have already led it to put forward many suggested reforms. These include the abolition of a consistent wastage "norm" used in some University departments "to keep standards up"; expansion of the tutorial system under which students receive tuition individually or in very small groups; easier transfer between courses and universities and provision for extra study years; scrutiny of existing examination and marking techniques; and the possibility of instituting a system of "special passes" to abolish complete failure.

Dr. Malleon also feels that the last-resort decision to send a student down should be taken not by the department head alone but by a special inter-departmental college committee whose members will have made a prolonged study of all the relevant factors.

— B. I. S., Exclusive to E. I.

## Educational India

*A Monthly Devoted to Indian Education*



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## Traditional Scholarship in Sanskrit

**T**HE Central Sanskrit Board has recommended that the Universities should employ at least one traditional Sanskrit scholar and that the scholar so employed should enjoy the same status and pay scale as his counter part, trained on modern lines, with equivalent degrees.

**T**HE Government of India accepted the suggestions of the Board and it is some time since they informed the Universities and State Governments that the Central Government would very much appreciate if the suggestions were given due consideration by the State Governments and the Universities. But they do not yet seem to have commended themselves to the Universities.

**I**T cannot be gainsaid that our ancestors had steadily pursued through centuries, from times immemorial the study of several branches of knowledge and made notable contributions of recognised value, especially in the fields of philosophy, grammar, logic, mathematics and medicine, etc., preserved them with great care and passed them on from generation to generation. This rich inheritance of ours is still available with our traditional scholars and should not be allowed to go extinct but preserved and integrated with

the later developments in the corresponding branches of modern knowledge.

**I**T has been demonstrated by experience all these years that the scholars in our Universities in the respective branches of knowledge cannot be depended upon to undertake or succeed in this task of integration. It has therefore to be attempted by bringing the traditional type of scholars, trained in the traditional methods, into contact with modern knowledge in the same field and modern scholars in the Universities.

**F**OR this purpose it is necessary that there should be not one but several scholars of the traditional type, one for each branch of knowledge in which our ancient culture and scholarship has any considerable contribution to make to the total stock of the knowledge acquired by the human race in the course of its history in the different parts of the world.

**F**URTHER, it is also desirable to promote the traditional scholarship and the traditional methods of acquiring it, which have their own merits, by encouraging institutions in which they are still preserved and promoted by arranging for instruction in modern general knowledge and

the English language to their students and recognising their graduates. It is gratifying to learn that there are still extant several such institutions here and there in different parts of the country and some of them are attempting to arrange for development on these lines by providing instruction in modern knowledge and methods of comparative study and research to their students trained in traditional scholarship in the traditional way. For instance, The Rama Varma Sanskrit College in Trippoonithura, in Kerala, has recently celebrated its Silver Jubilee. The Government has ordered the upgrading of the institution into a full fledged college. The degree course introduced in the college has been carefully planned to equip the students with the necessary general knowledge through the medium of English along with a thorough knowledge of the sastras through the medium of sanskrit in the traditional way. About two-thirds of the total teaching hours are allotted for Sanskrit and the rest for the teaching of English and subjects of general knowledge. The entire time of the Post Graduate Course is proposed to be utilised for teaching advanced works in the Sastras in the traditional way. This is a welcome tendency which deserves to be encouraged and promoted in every way. Students who complete the courses in such institutions, if they succeed in acquiring adequate proficiency in the corre-

sponding branches of modern knowledge, can be expected to be able to appreciate and assess properly, and impress on others, the greatness of our ancient cultural achievements, and contribute to the process of integration of modern knowledge with our ancient scholarship. This seems to be the natural and proper procedure for the purpose, grafting modern knowledge on basic traditional knowledge and not the reverse, followed so far, of encouraging scholars trained in modern knowledge on modern lines to acquire knowledge of our ancient classics and expecting them to assess and appreciate them properly and to attempt an integration of them with modern knowledge.

### Capitation Fees

**E**DUCATIONAL institutions levying capitation fees and receiving donations from the parents of the students have come in for very strong condemnation at the hands of the Central Advisory Board of Education as well as the Minister for Education at the Centre, Mr. M. C. Chagla. The condemnation is based on the criticism that such practices are unethical and go against the socialistic conception of an egalitarian society to which the nation is committed and such institutions must have been started on a commercial basis with a profit motive and intended for the benefit of the children of the rich. The Minister of Education is reported

to have alleged further that the University Grants Commission and his Ministry had gone into the working of such institutions and found that almost all of them did not conform to proper standards and their existence tends to lower the standards of education in general.

IT has been claimed, on the other hand, on behalf of such institutions for professional education, in Engineering and Medicine, that they are contributing to meet the growing demand for higher education and thereby to the social and economic development of the country and thus rendering a valuable service to the community and therefore the promoters of such institutions deserve to be congratulated and thanked for stepping in to relieve the Government of their responsibility to some extent.

AN enquiry into the origin and history of some of these institutions is bound to reveal the true nature and significance of the problem they pose and suggest a solution to it and the proper attitude to be adopted towards them. The demand for professional education has grown enormously and has been growing from year to year ever since the Five Year Plans for the social and economic development of the country have been launched, and as a consequence, considerable expansion of primary and secondary education has been effected. Of all the institutions for higher education, those providing in-

struction and training which qualifies for a professional degree in Engineering or Medicine or Agriculture are the most attractive to the graduates of our Secondary Schools and first degree Courses in Science, and their parents, as they are felt to assure certain and covetable prospects of employment. The organisation and maintenance of these institutions is very costly and has been undertaken so far, till recently, only by the Government. But such institutions being few, there has been keen competition for seats in them. Expansion of facilities for instruction in these colleges is a very costly affair and, in spite of the recognition of the need for it and the best efforts on the part of the Government, has not kept pace with the demand. Further on account of the principles of reservation of seats, for promoting social justice and ensuring equal opportunities, for the socially backward and depressed classes of the population, and to some extent on account of irregularities and corrupt practices, inevitable in bureaucratic administration, large numbers of eligible candidates, eager for admission and an opportunity for qualifying themselves, have been left disappointed and frustrated year after year, especially in some parts of the country.

SUCH disappointed candidates were prepared to go to other distant parts of the country for such an opportunity, at considerable expense, and their parents were prepared to invest

large sums of money to avoid such disappointment. It was these circumstances that afforded an opportunity for enterprising persons, some of them with a genuine spirit of public service and a desire to promote the cause of education, and some others also, perhaps and to some extent, inspired with a profit motive, to start institutions calculated to meet the felt need, and build them up with the help of capitation fees and donations from parents willing, and able to assure seats for their children in the coveted professional courses.

IT may not be fair to condemn them indiscriminately and outright. They may be judged by their performance and by the quality of the instruction and training they provide. It should not be difficult to insist on the fulfilment of conditions, prescribed for the recognition of such institutions by the Government and for affiliation by the Universities, in respect of equipment and staff. By starting more of such institutions and locating them according to the need in the different parts of the country and regulating the admissions in them strictly on the basis of merit, the Government can discourage and prevent the starting of such institutions in the future.

### Training Colleges

THE General Inspection Commission set up by the Madras University, in its report on the Training Colleges in the

State, reveals that eight out of every ten of the trainees for the teaching profession were third class graduates and that a majority of them belong to families with an annual income of less than Rs. 750/-. The conclusion to be drawn is obviously that the teaching profession is unattractive to the better type of graduates and to young men and women belonging to families of the higher income groups. It is only such graduates as have no chance and no hope or ambition of securing a footing in any other profession that resort to the Teaching profession and seek admission to the Teachers' Training Colleges.

THE Commission rightly stressed the need to attract better qualified students to the training colleges and suggested that, in order that poor economic conditions might not be a bar for those who showed aptitude and talent for the profession, undergoing the course of training, no fees should be charged in the Training Colleges and students of good promise may be offered financial assistance.

THE remedy suggested touches only the fringe of the problem. The number of Graduates attracted to the Teaching profession, but deterred from it and obliged to keep away on account of the cost of the Training Course should be very small. The course is usually of one year's duration, and is not half as costly as even the Law degree course, much less than any

other professional course. The Teaching profession has its own obvious attractions : ample leisure, the enlivening company of the young, scope for leading a pure and simple life, opportunities for self improvement, social service and sense of fulfilment, possibilities of exercising good influence and leaving the impress of one's own character and personality on large numbers of young minds in the making. Other things being equal, it should be more attractive, at least to a fair proportion of the talented youth of the country, with earnestness of purpose, idealism and true ambition. The significance of the conclusion drawn by the Commission that the Teaching profession still remains unattractive to the better type of Graduates among our youth, is inescapable, that the prospects the profession holds out, by way of salary scales and conditions of service, are in no way comparable to the prospects open to the aspirants to the other professions. The only effective remedy is to render them comparable and equally attractive, if we are really sincere in our desire, which is often professed, to attract the best among our youth to the teaching profession. The fact is that many of those who feel an aptitude for the profession and prove themselves successful teachers are soon drawn away to other professions which offer tempting prospects to them. There has been, of late a recognition of the imperative and urgent

need to improve the standards of education at all stages and to improve the social and economic status of the teacher for the purpose. But this recognition and these professions have yet to result in appropriate and adequate action. Meanwhile the fact must be admitted that the Teaching profession is still unattractive to the better type of our youth and only the rejects of the other professions, the least talented, resort to this much honoured and highly respected profession. The nation is content to entrust the noble and responsible task of bringing up the future generation mostly to third rate people, who drift into the profession for want of ability or opportunity to enter any other.

### Notes in Brief

#### Studies on U. N. in Schools

The Asian Regional Seminar on teaching about the United Nations in secondary schools has recommended integration of lessons on the U. N. in the field of social science, home economics, general science, mathematics, music, health courses and art education.

The 10-day seminar proposed the inclusion in the curriculum, of topics on the purposes, limitations, programmes, problems and potentialities of the United Nations.

#### Award for boy's Courage

P. K. Chandran, a fourteen-year old school boy from Pulikodu in Hosdurg Taluk of Cannanore District, has been selected by the Indian Council for Child Welfare, for the ICCW National Award for 1964 "for outstanding deeds of courage performed by children below 16 years of age."

The award is being given to Chandran for saving a two and a half year-old girl from drowning in the village tank on April 7, this year.

## Readers' Forum

### University Entrance Test Beneficial

Sir,

You seem to take objection of another examination by way of an entrance test by the University. The reasons given for it, have been answered fully in your editorial.

Your objection to such an examination is that it will add to the strain of the student because he will have to face another examination.

But I am of opinion that it is a salutary principle that the university should hold a test of its own to determine the fitness of the students who wish to enlist. Thus, the University will be able to set its own standards. As it obtains at present, the University is made to accept the standards set by the public examinations held by the States. No doubt, the language texts are prescribed by the Universities. But that is all. The university does not otherwise prescribe the standard either in the languages or in other non-language subjects. It is this that has led to the deterioration of University standards. It is well known that percentage of passes in state public examinations are artificially pushed up by methods like moderation and liberal marking.

So it would be unfair for us to object to University entrance tests for High School Students who may have even been declared eligible by the State Education Body. Many Western Universities have their own entrance tests.

As for the strain of examinations, we can abolish examinations at the end of High and Higher Sec. Schools including P. U. C. courses, leaving the heads of institutions to grant certificates of passes and completion to students who have completed their courses of studies as is being done in U. S. A. The present

trend is to take more and more into consideration, the achievement of the student in the classes rather than his performance only in the final annual examinations. Of course, this educational reform will take a long time to be incorporated in our conservative educational system.

Really there is no need for public examination at the end of High School or at the Higher Sec. or at the P. U. C.

### Pattern of Education

stage. We can leave the student to face the entrance tests of the various higher institutes, academical, professional, technical and technological and prove his fitness for them.

Entrance Tests by Higher Educational institutes would confer another beneficial effect. Students with merit alone can take to Higher educational courses and there would be no spirit of frustration on the part of students who have completed the High and Higher Sec. education, by reason of their being branded as 'failures', and treated with contempt by prospective employers in spite of their brilliance in one or more subjects. I would however plead that even students who have only completed their S. S. L. C. or H. S. L. C. or P. U. C. but with requisite minimum marks required by the University (though not eligibles) should be permitted to appear for these entrance tests, which will then, be more meaningful.

Tindivanam, } M. S. V. Chari.  
Madras State }

### Either 2-Year P. U. C. or 12-Year Higher Secondary

Sir,

I do appreciate the lucidity and clarity with which your editorial has dealt with the pattern of education suggested at the conference of Vice-chancellors and the educationists of the Andhra State. The Chief Minister of Andhra Pradesh has done well in having



consulted the men in the field of education for evolving a desirable and practicable pattern of education to be in conformity with the recommendations made by the Union Government.

The twelve-year course as recommended by the Union Government and accepted by the Conference is quite good and is indeed an effective preparatory ground either for technical course or for collegiate course. But the prestige and power of the States as the custodian of education and the autonomy of the Universities have shut themselves to the fact of education being fundamental and foundational for all progress which makes democracy safe and sound and have subjected education to unnecessary changes at frequent intervals to suit the political needs and pressures. The Colleges claim P.U.C. as their inseparable part and some States like Madras have pleaded inability to upgrade some Secondary schools on the grounds of financial stringency and practical difficulties in the matter of laboratory equipment and adequate teaching personnel. An educationist has observed: "It should be recognised that the High school is a better place of instruction and training ground for pupils of the age group 15 than the College." The educational authorities have ignored this aspect and have made one year P.U.C. a permanent feature in the present educational set-up. The result is as clear as the day light. With the yawning gulf between teaching in the regional language at the High school level and lecturing in the foreign language at the college level, the standard of attainment and achievement has fallen miserably low and the students have become victims to the political frenzy of the over-zealous politicians and steeped parents in endless misery. The one year P. U. C. uncoordinated in the existing circumstances is inherently defective and woefully inadequate to equip a student for a degree course. Either it should be made a two-year course as in Kerala or it should form part of the High school which should after 12 year course whereby a student at the age of 17 plus, can enter Professional colleges or Arts Colleges as the

case may be. This utilitarian aspect of education has been very clearly expressed and explained by Sri S. Narasimhan, President of the Headmasters conference: "The way of constructive reform points to the setting up of a broad-based school course with adequate facilities for Practical work and intensive study of chosen subjects; the retention of the P. U. C., a total duration of fifteen years for a degree and the upgrading of a 12 th year class on a par with the Pre-University class." This will enable a student to branch off at the secondary stage for the technical study or skilled labour.

Mr. M. C. Chagla, has made a dynamic approach to the educational problems and set up a New Commission for an intensive study of all the aspects of education. Let it be the endeavour and emphasis of this commission to make a realistic approach to the problems.

Madras-1 } — R. S. V. Rao.  
9-11-1964 }

### Qualifying Entrance Examination

Sir,

Technical education in India needs a thorough orientation in the context of present requirements.

That the performance of students at the P. U. C. or the Higher Secondary Examination should not be the criteria for admission to professional colleges and that there should be a qualifying entrance examination is certainly a sound scheme. Accordingly there should be a common admission examination conducted for the purpose which will ensure right type of students to the various courses and thereby reduce wastage to a large extent and give a better out turn. There could even be an 'aptitude' test for which, however, there are no proper facilities available in India.

It is distressing that our students in professional colleges betray a sense of indifference to language and they lack expressive capacity. Therefore the competitive test would well consist of two

## BRIEF ABOUT SHRI S. B. JOSHI

*Recipient of President's Award*

Sri S. Balakrishna Joshi, the present Headmaster of the Hindu Theological High School, Madras, is a prominent member of the Gujarati Community. Born on 9th of February 1910, he held a distinguished career at the Hindu Theological High school and Pachaiappas College. From 1929 to 1944 he made his mark as a successful and efficient teacher. In 1944 he succeeded Sri. K. Rangaswami Ayyangar as Headmaster with the unanimous choice of the staff.

He enjoys a great reputation in the larger public, a forceful and eloquent speaker whose addresses at the cultural organisations in different parts of the State have made a profound influence. His book "Education in Practice" embodying his thoughts and reflections on

*(Continued from preceding page)*

papers, one paper to test the candidate's command over language - English - and his aptitude for particular studies, and the second paper to test his knowledge of selective subjects with Mathematics as the essential base.

Conceding expense and the volume of work, the scheme is worth introducing in view of obtaining appropriate standards in technical education.

Regarding the medium of instruction there cannot be a compromising formula. That Hindi should be the medium of instruction so that both a language and a subject are learnt simultaneously is rather a sound principle of doing today what could perhaps be done only to-morrow. Similarly a disproportionate emphasis on the vernacular medium will undermine the national character of education and probably develop exclusivism or regimentation of thought. Therefore in the interests of higher education, it is imperative to continue the present pattern and it is also highly necessary to keep up an adequate standard of English even after it ceases to be the medium of instruction.

Mysore. |

E. I. Ekambram.

different aspects of education has been hailed as a significant contribution of educational literature.

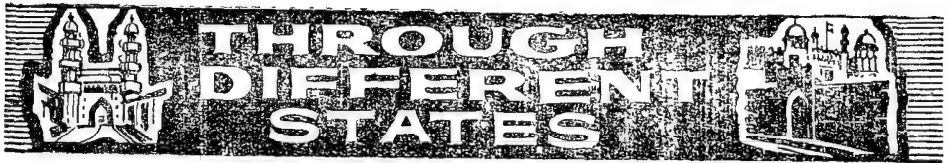


His Holiness Sri Sankaracharya Swamiji of Sringeri Sarada Peet has characterised him as a "SATH PURUSHA." His Holiness Sri Srimadabhinavothama Vidya Nrisimha Swami of Pushpagiri Mutt conferred upon him the title of "HINDU DHARMA PRACHARAKA RATNA" in appreciation of his services to the cause of education and religion.

He has to his credit a glorious record of 35 years of dedicated service to the progress and prosperity of the Institution and the advancement of education. He has triumphantly held aloft the banner of imparting secular knowledge and disseminating spiritual illumination to the fulfilment of the cherished ideals, ambitions and aspirations of late Brahamashri Sachidananda Yogi R. Sivasankara Pandiyaji, the founder and the first Headmaster of the school.

In the fitness of things, the conferment of national Award by the Government at the Centre is a matter for jubilation and the honour done to him must be considered as honour done to the teaching profession. May he live long to guide the destinies of the youngsters and lead a kindly light amidst the encircling gloom!

— R. S. V. Rao.



## DELHI

### DEGREE COURSE IN COMMERCE : NEW SYLLABUS PROPOSED

The All India Board of Technical Study in Commerce, which met on Oct. 28, has decided to effect a major revision in commercial education with a view to conforming it to the present national requirements.

The Board accepted the recommendations of its sub-committee designing a new syllabus for the national diploma course in commercial practices. It replaces the existing certificate course. The new course will have a practical bias and has been designed for training of junior supervisory staff in commercial and business houses. It has also been decided to set up with Central aid, a number of special institutions in different States on the lines of polytechnics where students, after their higher secondary examination, can undergo a two-year course. Each of these institutions will cost Rs. 6. 13 lakhs. All the States desiring to have such institutions will have to set up boards for commercial education, which will supervise these institutions.

An important decision taken by the Board is to have a revised syllabus for the three-year degree course in Commerce, which will now serve as a model to all Indian universities conducting studies for the B.Com. degree. An expert committee has also been appointed to draw up a syllabus for the M.Com. course on an all-India pattern which would serve to promote a professional career. In this context the merits of the existing M.Com course and the M. B. A. course, now being offered in some universities, will be examined by the Board.

### "NATIONAL FITNESS CORPS" SCHOOLS FROM 1965-66

The Education Ministry has decided to introduce from the next academic session an integrated scheme of physical

education to be known as "National Fitness Corps" for school children.

On the recommendation of the Kunzru Committee the new scheme, will incorporate the main features of the National Discipline Scheme, the Auxiliary Cadet Corps and the physical education course.

With the introduction of the integrated scheme the N.D.S., the A.C.C. and the present physical education course in the schools will cease to exist.

The new scheme will be applicable to all school-going children in the age 9 to 16.

To ensure smooth implementation of the scheme in all the schools about 4,500 in-serve physical education teachers have undergone a short-term reorientation course organised by the Directorate of National Discipline Scheme.

It is also proposed to start short-term training courses in all the physical education colleges so that all the National Discipline Scheme instructors may be able to undergo training for the new scheme.

The entire expenditure involved in the introduction of the new scheme is proposed to be met by the Centre initially.

### PROPOSALS FOR TRAINING OF PRIMARY TEACHERS

The Union Education Minister, Mr. M. C. Chagla, said at Ahmedabad on Nov. 9, that his Ministry proposed to start correspondence course for training primary school teachers and also prepare text books to be translated into various regional languages.

In a speech devoted exclusively to the state of primary education in India, Mr. Chagla made a series of suggestions to improve the quality of primary education which, he said, was the very foundation of the country's educational system.

These suggestions included, better methods of examination, starting of science teaching from primary stages, provision of better environment for students, greater participation of people in the educational system and improvement of the lot of primary teachers.

## ANDHRA PRADESH

### PREPARATORY STEPS FOR LANGUAGE MEDIUM

The conference of the Chief Minister with the Vice-Chancellors and educationists of Andhra Pradesh which concluded on Oct. 25 recommended that preparatory steps should be taken up towards the introduction of the regional language as medium of instruction such as production of standard books for use at collegiate level, publication of journals in regional language covering subjects in all fields of knowledge, extension lectures in regional languages and training of teachers in the use of regional languages as media of instruction.

The conference recommended that the universities should take steps to provide facilities for migration of students from one university to another during the middle of their course, and that the degrees and diplomas awarded by a university within the State should be recognised as equivalent degrees and diplomas by other universities within the State.

The conference generally agreed that for admission to professional colleges, a common entrance examination should be conducted by a joint board consisting of the representatives of the four universities and the concerned heads of departments. The details would be worked out by this board. This should be tried on an experimental basis for a period of three years.

### COMPOSITION OF SENATES

The conference recommended that the Senates of the Universities in the State should be composed on more or less a uniform pattern, the strength being roughly about 100 for each Senate. It was recommended that about 50 percent

of the members of the Senate should be from the teaching profession and that provision should be made for appointment by the method of rotation on the Senate of 20 Principals of university and affiliated colleges, 20 university professors, 10 professors of affiliated colleges and 10 from among other teachers. Representation of legislators on the Senate was proposed to be raised from eight to 15 consisting of nine M. L. As., three M.L.Cs., two Lok Sabha members, and one Rajya Sabha member from Andhra Pradesh. The strength of representatives of registered graduates is proposed to be increased to 25.

## MADRAS

### MID-DAY MEAL SCHEME ON PERMANENT BASIS

The Madras Government has decided to place the mid-day meal scheme in elementary schools on a permanent footing and make it self-sufficient.

The Government has approved a scheme which envisages donation of land from the public at the rate of  $2\frac{1}{2}$  acres of wet land for every unit of 500 population in Panchayat areas. The yield from the lands donated for the mid-day meal scheme will take the place of local contribution which is being collected from time to time. The Government has asked Panchayats to consider the scheme and make the mid-day meal scheme a permanent feature of the educational development programme.

### REGIONAL TRAINING COLLEGE AT ADYAR

The Union Government has decided to locate the southern regional institute for training of teachers of polytechnics in the campus of the Central institute of Technology, Adyar, in view of the facilities it offered. Mr. T. Muthian, Director of Technical Education, said on Nov. 5.

### NEW TECHNICAL COURSES

Madras Government would start next year two new technical courses—a two year diploma course in commerce

and a three-year diploma course in textile technology.

The Central Institute of Commerce and the Institute of Textile Technology, which would come up in the 900-acre campus of the Central Institutes of Technology, would train students for these two courses.

It was proposed to develop the Institute of Film Technology by starting new courses in animation and television, establishment of a film archives wing and a film library for which a provision of Rs. 20 lakhs would be made in the Fourth Plan.

A modern film shooting floor for production of documentary films would be constructed as an annexe to the institute before the end of the current Plan at a cost of Rs. 5 lakhs.

## BIHAR

### ALL-INDIA FEDERATION; PRIMARY TEACHERS MEET

The All India Federation of Primary Teachers passed a resolution on November 6 reiterating its demand to make primary education a Central subject.

It also demanded the setting up of joint staff councils in the States, with due representation to the Federation and to regulate appointments, transfers and postings of primary teachers. It alleged that at present the primary teachers were subjected to much harassment in the matter of transfers and postings.

The conference stressed the need for keeping educational institutions free of politicians in the managing committees and governing bodies of schools.

Resolutions urging introduction of uniform pay scales for primary teachers in states and fixing a national wage structure, were also passed.

## MYSORE

### CAPITATION FEES

Regarding Capitation fees, following a suggestion by the Govt. of India for the imposition of certain restrictions on the privately managed institutions, Mr. S. R. Kanthi said at a press confer-

ence that he had meetings with the representatives of the private managements and most of them had agreed to the conditions laid down by the Government. They included the creation of a development fund, etc. The matter had also been brought to the notice of the Central Advisory Board of Education.

Mr. Kanthi said if the Central Government had made provision for three more engineering colleges and an equal number of medical colleges in Mysore in the Third Plan, there would have been no occasion for private colleges to charge capitation fee.

## KERALA

### BETTER SCIENCE TEACHING KERALA'S PLAN

The Kerala Government has taken up the implementation of the Centrally sponsored scheme for improving the quality of science teaching in secondary schools, at a "special crash programme" to be completed before the end of the Third Plan.

The scheme, which is eligible for Central assistance outside the State Plan ceiling, is in three parts for strengthening science laboratories, training science teachers and improving school libraries. Funds to the extent of Rs. 5,50,000 have been allotted by the Central Government for the current financial year. Out of this, Rs. 2.25 lakhs will be utilised for improving the laboratories, the supply of equipment being limited to Rs. 2,000 for each school. For the present, the scheme will cover only schools which were functioning at the end of 1960-61.

The programme of training science teachers will be carried out by organising in-service training courses of four weeks duration in Trivandrum under the auspices of the State Institute of Education.

Five batches of 90 teachers each will be trained from November 1964 to March 1965. The object is to have a trained science teacher in each high school by the end of 1965-66.



# Public Opinion

**Dr. RADHAKRISHNAN**

*On*

## **Improvement of Teacher's Lot**

The President, Dr. Radhakrishnan, on Nov. 18 urged early implementation of Government assurances in regard to improvement of service conditions of teachers. At the same time, the President advised teachers against resorting to agitational methods for the redressal of their grievances.

Speaking at a function at which he gave away the national awards to 91 primary and secondary school teachers from all over the country, Dr. Radhakrishnan said that even though teachers had a just cause for complaint on the score of low emoluments and conditions of service, they should refrain from agitations. The community expected the teachers to set an example to others, specially to students.

He said India was passing through a troublesome period on various fronts. Much character and courage were needed to tackle effectively the various problems facing the country.

Dr. Radhakrishnan urged teachers to inculcate among the students a sense of true patriotism based on an awareness of the basic values for which this country stood.

**Dr. V. K. R. V. Rao**

*Calls for*

## **Better Deal for Teachers**

Dr. V. K. R. V. Rao, member of the Planning Commission, said at Patna on Nov. 4 that he felt "a great sense of shame over the treatment meted out to over 16 lakh primary teachers."

Inaugurating the seventh annual general conference of the All-India Primary Teachers Federation, Dr. Rao suggested that a commission be set up to inquire into the pay structure of primary

teachers who "get less than the peons in some of the Government offices."

Describing the teaching profession as the "noblest profession in the world," Dr. Rao said that the responsibility of moulding the future hopes of the country "rested on primary teachers who should develop sense of "human dignity, equality and fearlessness in the younger generation."

Dr. Rao strongly pleaded for "improving the lot of primary teachers." They should be provided with "ample opportunities" for higher training.

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**Mr. M. C. CHAGLA**

*Urges*

## **Mass Media to end Illiteracy**

The Union Education Minister, Mr. M. C. Chagla said that the UNESCO should take up a large programme of teacher training as the progress of education was impeded not by lack of students but by the tremendous lack of trained teachers.

Mr. Chagla who was speaking at the UNESCO conference on October 21 at Paris proposed a massive programme for eradication of illiteracy. He said modern mass media like radio, television and film should be utilised to impart knowledge to the people.

## **AID TO DEVELOPING COUNTRIES**

Mr. Chagla called on UNESCO to undertake programmes of assistance to developing countries, in the eradication of adult illiteracy, teacher-training and science education as its contribution to the U. N. development decade.

He suggested that UNESCO should also serve as a clearing house for scientific research all over the world especially at a time when science had progressed at a tremendous pace. It should bring about greater collaboration in important



scientific work between eminent scientists from different parts of the world.

Stating that two-thirds of the human population were illiterate, Mr. Chagla said, "To my mind, it seems idle to speak of culture and art and literature when we have not as yet provided millions of our fellow human beings with even the glimmerings of knowledge and the capacity to acquire knowledge."

Mr. Chagla said that one of the most fruitful causes of tension and conflict was not so much ideological differences between countries and peoples as the imbalance in economic and industrial development.

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### Mr. LAL BAHADUR SHASTRI

*Expresses against*

#### Expansion of Varsity Education

The Prime Minister, Mr. Lal Bahadur Shastri, expressed himself against indiscriminate expansion of University education facilities, particularly in the non-science branches.

Inaugurating the campus and new buildings of the Central Institute of Technology at Adyar on November, 6, Mr. Shastri said the country badly needed at the present moment more technical universities and technological institutions at different levels (post-degree, degree, diploma and artisan). He suggested effective screening of boys and girls at the matriculation stage with a view to finding out their aptitude and ability for entry into the university and compulsorily diverting all those who did not qualify at this screening to technical institutions and craft courses, leaving only the really deserving to pursue university education.

Aimless college education merely added to the already massive ranks of the unemployed. It was estimated that at the end of the Fourth Plan period there would be a backlog of one crore unemployed persons. In view of this they should suitably reorganise education to tackle the problem of unemployment.

### Sri JAYA CHAMARJA WADIYAR

*On*

#### Education of Women

His Highness Maharaja Sri Jaya Chamaraja Wadiyar Bahadur, Governor of Madras, presiding over the Diamond Jubilee celebration of the Somasundara Kanya Vidyalaya 'Hindu Girls' High School, at Kancheepuram on Nov. 8 stressed that "our basic ideals, culture and spiritual background should not be lost sight of in the stresses and strains of the time. Ours is a land where we believe that gods reside and women are honoured." "A woman, His Highness added, "is entitled to protection at all stages of her life—by the father in her childhood, the husband in her youth and the son in her old age. The woman is verily the presiding deity of the home."

The Governor added that in the picture of India that had emerged, they noticed a growing demand for education of different types for men and women and the efforts made to meet it. The doors of knowledge must be kept open alike for men and women and there could be no dispute about it.

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### Dr. ZAKIR HUSSAIN

*Values*

#### Free Thinking

The role of the "thoughtful person" capable of a "thorough examination of policies and situations, a well-considered judgment leading to firm, consistent, beneficial action" in our democracy was stressed by the Vice-President, Dr. Zakir Hussain, at the golden jubilee celebration of the Young Men's Indian Association at the Gokhale Hall, Madras on Nov. 7.

Dr. Zakir Hussain said that Mrs. Besant and the other founders of the Young Men's Indian Association who had clearly visualised the role of the thoughtful person, aimed at the "promotion of public expression of ideas." "Many things in our country would be different and vastly better, if we refused to repeat slogans, and import ideas from abroad and "if we decided to think for ourselves."



## TELLING ABOUT THE COMMONWEALTH

By Mr. R. H. C. STEED

One evening last spring in England I found myself sitting in the train from London to Newcastle-on-Tyne with an official of the Indian High Commission and Sir James Harford, a retired Colonial Governor. We were on our way to a conference of sixth-form boys and girls from eight schools in the Newcastle area.

Sir James was the only one of the trio for whom this kind of journey was familiar. For three years he had been head of the conference department of the Commonwealth Institute.

### New Idea in Development

For the current year he had organised 70 such conferences with the local education authorities over the length and breadth of England, in densely populated industrial centres and in the country towns of agricultural areas. He travels to every one himself. Not as a speaker—that is the function of the other members of the itinerant group, in this case my Indian friend and myself—but as combined manager, chairman and impresario.

When he began this work, the idea was a relatively new one in the process of development. Then there were 38 such conferences in the course of a year. Now nearly twice as many are attended by a total of about 14,000 children aged between 16 and 18, the elite from 516 grammar schools.

In addition, conferences are now held for pupils of about 20 years of age at teacher training colleges—for this year, the figures are 28 colleges and a total attendance of about 5,000.

For me the journey was much more unfamiliar than for the Indian member of the party, as the staffs of the Com-

monwealth High Commissions travel widely over Britain in the course of their duties. Although I travel some tens of thousands of miles annually, it is invariably by air to other Commonwealth countries. Seven years ago I became the first Fleet Street journalist to specialise in Commonwealth affairs as "Our Commonwealth Correspondent."

The idea caught on, and soon most of the bigger papers had their own Commonwealth specialists—some as many as three. Eventually we formed our own association, with a membership now reaching 80. This whole development led to a revolution in newspapers, periodicals, radio and television, in the handling of Commonwealth news, which is now full, objective, realistic and expert.

### Emphasis on the Practical

It also led to my being invited by the Commonwealth Institute to go to Newcastle. Sir James has swung the emphasis in these conferences away from the academic to the practical, the human and the personal. Commonwealth Affairs Correspondents from papers of widely differing political views are being brought in as speakers. So are senior members of the various High Commissions, together with businessmen and others who combine a wide, up-to-date practical knowledge of the Commonwealth with a flair for exposition and a linking for meeting people.

The conference started the following morning in the assembly hall of a big Newcastle grammar school, acting as host to the sixth-formers from the other schools—a total muster of about 200, with a ratio of boys to girls of about two to one.

I had been told that the children would have covered many aspects of the Commonwealth in their history, geography and social studies curriculum, and that this would have been supplemented by topical information and ideas in current affairs classes. The standard, I had been advised, should be "near undergraduate." I drew on my first-hand experience of most Commonwealth countries as a travelling newspaperman to describe the problems of developing countries and described how the Commonwealth relationship sought to solve these, to promote mutual understanding between peoples and races, and to lessen international tension.

### **Stimulating Change**

Being a modest man and, to say the least, more at home behind a typewriter than on the lecture platform, I could only attribute the responsiveness, and appreciation, of the audience to interest in the subject matter and, no doubt, to the generosity of youth and also let us face it - to the stimulating change from school routine.

After an interval the Indian spoke for nearly an hour, going into the problems, aims and achievements of his own country and of the Commonwealth from an entirely different angle. He was followed with rapt attention and rewarded at the end with such an outburst of applause that he might have come not only from London, but from India itself specially for the occasion.

But the most interesting item on the conference agenda was still to come - question time. This was not until the middle of the afternoon, and when it came there was nothing haphazard or time-wasting about it. Sir James, with the assistance of the school staff, had divided the sixth-formers into several study groups, each with a leader, to discuss the morning's proceedings and then agree, separately, on a limited number of questions, which were written down and sent in to Sir James.

### **Common Market Question**

He grouped them into subjects, eliminated those that were duplicated and

then, as chairman of the conference, when it had re-assembled, called on the questioners to stand up and put them.

"Would it have led to the end of the Commonwealth if Britain had joined the European Common Market?"

I answered, in my opinion, certainly not. Greater prosperity in Britain would have meant greater power to help developing countries. Greater economic activity in Europe would mean more imports. The Market would have become more "outward looking", more conscious of its responsibilities. The problem of more aid and trade for developing countries could only be solved by a concerted effort.

"Was not the one-party State in several Commonwealth countries inconsistent with the democratic aims of the Commonwealth?"

I pointed out that different countries with different traditions, would tend to evolve different forms of democracy to suit their special needs. Achieving independence and building a modern nation, with unprecedented social and economic revolutions, in a few years brought problems and stresses such as Britain now only experienced in time of war, when emphasis on a common effort was accepted.

"Why are some Commonwealth countries neutral?"

My Indian companion explained this, at the same time giving an account of military co-operation in arms and training.

### **Frank Dissension**

"Was the Chinese attack on India likely to be renewed?"

"Why did Commonwealth countries often vote differently at the United Nations?"

"Would the creation of the Organisation for African Unity mean that the African members would lose interest in the Commonwealth?"

"Why was Commonwealth Preference not extended?"

"Did South Africa leave the Commonwealth, or was she expelled?"

So it went on for another hour. The children, adolescents, young men and women—I do not know which is the right term—responded marvellously to the opportunity for frank discussion on an adult basis with experts.

On the way back to London in the train next day I found much food for thought. I had learned quite a lot about the Commonwealth—in Newcastle-on-Tyne. For, after all, those 200 sixth-formers were also Commonwealth citizens. From then on, I believe, much more aware of that fact. — *B. I. S.*

### One Bomber = 250,000 School Teachers

The cost of new prototype bomber would pay the salaries of 250,000 school-teachers for a year.

Or, it could be used to build 30 new science faculties with places for 1,000 students each.

For the price of one large atomic submarine, 50 cities could be provided with modern hospitals.

And the funds needed to develop a supersonic fighter plane would build 600,000 homes to house more than three million people.

These are a few of the facts revealed in the November issue of the *Unesco Courier* devoted to the economic and social consequences of disarmament.

The magazine couples alluring prospects of what might be accomplished through general disarmament with a grim warning of the damage to future generations of children that would result from a resumption of atmospheric testing of nuclear weapons. According to the American Nobel prize-winner, Linus Pauling, radiation from nuclear tests already carried out will result eventually in death or gross physical or mental defects for some 16 million children.

On the basis of estimates in a United Nations report, it is calculated that the world is now spending \$14,000,000 an hour for arms—money which could be freed for housing, hospitals, schools, laboratories, farm equipment and a better life for all mankind. It recognizes, however, that the transition from an arms economy to a peace economy would produce major dislocations and would require careful planning on the part of developed and developing nations alike.

The conversion from wartime to peacetime production following World War II was on a much larger scale and carried out far more quickly than what would be required now for total disarmament, the magazine notes. But that conversion was smoothed by a huge backlog of civilian demand for consumer goods, accompanied by substantial reserves of purchasing power in the form of wartime saving. At present, there is comparatively little unsatisfied demand in the developed countries and this would have to be compensated by public spending on schools and housing.

The problems are by no means insoluble. Even atomic submarines can be converted to peacetime uses, according to a *Courier* article by Professor Ritchie Calder of the University of Edinburgh.

The subs "could be converted into a fleet of submarine tankers, or freighters, which could go under the polar ice and open up the frozen north of Canada," Calder writes. "This is not a fanciful idea. Consider Hudson Bay. Look at that great bight on the map bulging into the heart of Canada—the shortest sea-route to the grain lands of the middle provinces and to the still undeveloped wealth of Atom Age minerals in Keewatin, the sub-arctic region of Eastern Canada, and to the iron deposits of Labrador.

"But Hudson Bay is inaccessible to ocean-going ships for nine months of the year. It would not be very difficult to maintain an ice-free port (like a seal's breathing-hole through the ice) where submarine freighters, or submarine tugs could surface any time." — *Unesco.*

# REVIEWS

*THE INDIAN YEAR BOOK OF EDUCATION* - 1964: Prepared by the National Institute of Education of The National Council of Educational Research and Training, New Delhi. Price : Rs. 25/- Pages 749.

The National Council of Educational Research and Training has published till now two Indian Year Books on Education, of which the volume under review is the second. The first Year Book was a review of educational developments in India in the Post-Independence period. The present Year Book makes a close examination of the problems of elementary education in India.

This book is conveniently divided into five sections bearing the following headings:

1. Elementary Education in India,
2. Some Problems of Expansion,
3. Some Problems of Qualitative Improvement,
4. Administration and Finance and
5. A Look to Future.

The first section deals with the historical development of elementary education in India from 1800 to 1961. There are five chapters dealing with the progress made up to 1921, when education was transferred to Indian control. The educational objectives, curricula and teaching methods followed up to 1937 and the birth and growth of basic education are also discussed in two Chapters. The fifth chapter considers two case studies, one from Baroda, which did pioneer work in compulsory education and another from Kerala, the most advanced state in the country, in elementary education.

The second section of the book concentrates on some of the problems that are encountered with when the elementary educational system is developed and expanded. To provide an elementary

school within easy reach of every child, to enrol every child in the school and to see that every child thus enrolled makes adequate progress from class to class and is retained in school till the period of education and compulsory age are satisfactorily covered, to squarely tackle some difficulties and problems that arise in respect of universal education being provided to some special groups like girls, backward classes, part-time students and handicapped children — these are some inevitable problems of expansion and they are very authoritatively dealt with in six chapters. In these days of universal education some of these practical problems which were faced by our people in the past, we have to face once again and their practical experience, which is in plain words described in these chapters, has to stand us in good stead in the present crucial moment of educational expansion. Chapter 8 which deals with "Stagnation and Wastage," should not be by-passed by any serious student of educational research.

The third section deals with some problems of qualitative improvement of elementary education. In chapter 12 a historical survey is provided in which stress is laid on the important role the teacher plays in elementary education and some problems relating to his improvement are also discussed. It has been very correctly remarked under general conclusions of the chapter that "the primary teacher in India still continues to be one of the poorly paid public servants and that his wage compares unfavourably with that of other public servants with similar qualifications." (Page 236) Chapters 13 and 14 deal with the remuneration of the elementary school teachers, their old-age provision, the increased recruitment of graduates in the place of non-matriculates as teachers, the improved training standards and the improved general service conditions of elementary school teachers. Chapter 15 deals with basic education and its retrospect as well as its prospect. Chapters 16 to 20 deal with various subjects like improving physical facilities in elementary education, supervision of elementary schools, ancil-

lary services, single-teacher schools and research in elementary education.

The fourth section deals with the most important aspect of elementary education, namely administration and finance. These two are the pivots on which the whole educational system rests. Under this section Chapter 21 examines the role of the central, state, and local governments and voluntary organisations in elementary education. Chapter 22 explains the concept of democratic decentralization under which in the present times the administration of elementary education is being transferred to Panchayati Raj institutions. Chapter 23 tackles the problem of finance in a scientific manner. Chapters 24 and 25 deal with the important problem of legislation for compulsory elementary education.

Section five is a Look to the Future. According to Article 45 of the Indian Constitution free and compulsory education for all children until the age of 14 years should be provided by 1960. But it is observed that in spite of the unprecedented progress made in the post-Independence period, it has not been possible to realize the set goal. It is, therefore felt, that it is necessary to prepare a revised programme for the provision of free and compulsory elementary education of a high standard to every child in the age-group 6-14. Chapter 26, which is the last chapter in the book, puts forward a tentative proposal to this end.

In the Preface of the book, the National Council expresses its hope that the statements of the various issues set out in this book and the data that are furnished will be found helpful to students of Indian education as much as to those who have a general interest in a study of these problems. Wherever it is necessary sufficient statistical data have been provided and at the end of the book 23 valuable statistical tables have been given. It is needless to say that this book is a 'must' of every student of elementary education in India.

— V. V. Tonpe.

**A TEXT BOOK OF PSYCHOLOGY IN EDUCATION:** Vol. I By Dr. Srinibas Bhattacharya and Dr. Lalitkumar Mukherjee. Published by Shreedhar Prakashani, 203/4D, Bidhan Saranee, Calcutta - 6. Price Rs. 6/- Pages: 162.

This is a book on educational psychology. As the authors point out in the Preface there are several texts on psychology which do not have any bearing on education. In this respect the book under review has succeeded to bring psychology and education together so as to be useful to a student of educational psychology. The subject has been carefully dealt with without losing sight of its importance to a student who takes an examination on it. Every chapter is followed by a Summary, Bibliography and Exercises. But unfortunately several mistakes in proof reading have crept in. To refer to only one such mistake, in page 2 itself the sentence, "He advocated both as methods for arriving at the truth" has been printed twice. We hope that in subsequent editions such mistakes will be avoided.

— V. V. Tonpe.

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